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ABSTRACT

Black and white student relations had experienced some tension in recent times on the campus of the University of Florida. Much of the friction between students had centered on student to student issues and student group orientation. In attempting to address this situation the Student Services office developed a 2-day, overnight student retreat for selected black and white student leaders. The retreat took place at about an hour's travel time from campus and was designed to cover about a 10-hour timespan. Icebreakers were used and communications techniques were practiced. Homogeneous and heterogeneous groups of students and facilitators discussed the campus environment and problems on the campus. Among the various exercises used was one in which a participant shared a "magic moment" they had had with a member of a different race. Possible solutions to campus problems were discussed. Personal commitment contracts by students to help solve the problems of racial tension were written. An activity called "Strength Bombardment" in which students say something positive about what happened to them that weekend concluded the retreat. (Student and facilitator materials are included, as well as a retreat evaluation form.) (ABL)

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A BLACK/WHITE TWO DAY STUDENT RETREAT: THE FLORIDA MODEL

Joe Wittmer and James Scott
University of Florida

Introduction

During the past several years, colleges and universities across the country have experienced problems of racial unrest. Incidents of racism and bigotry have been reported at an alarming rate causing great concern among students, faculty members, and administrators on campuses throughout the United States. The National Institute Against Prejudice and Violence has documented racial incidents at 250 colleges since 1986. And recently (1989), the institute estimated that 164 campuses had incidents of "ethnic violence" during 1988 alone. Moreover, the institute has stated that up to one-third of the victims do not report these occurrences and a majority of the events are not a single occurrence but rather a series of incidents.

The Carnegie Foundation for the Advancement of Teaching and the America Council on Education (1990) recently completed a joint, national project titled, "Campus Life: In Search of Community." Their findings were based on visits to 18 campuses, interviews with teachers, students and administrators across the nation, and national surveys of 382 college and university presidents and 355 chief student affairs officers.

Among the survey findings were: 1) One out of four presidents surveyed indicated that racial tensions were problems on their campuses, 2) forty-eight(48) percent reported that racial harassment was a "moderate" or "major" problem, and 3) sixty(60) percent of student affairs officers said their campus had a written policy on bigotry, and an additional 11 percent indicated they were working on such a policy (1990).

On the campus of the University of Florida, Black and White student relations have experienced some tension in recent times. While the University has been fortunate and not had incidents of violence and disruption, friction between Blacks and Whites has been evident. Much of the friction between students has centered on student to student issues and student group oriented concerns. Questions about funding for Black student sponsored events, e.g. Black History Month and Black student involvement in Student Government, Interfraternity Council and other campus life related matters have served as a focal point of concern. Poor communication between students, ignorance, insensitivity and misunderstanding were obvious areas needing immediate attention by the University.

In an attempt to address this situation, the Student Services office decided to put together a two-day, overnight student retreat for selected Black and White student leaders. This paper includes an outline and discussion of the retreat, the process utilized to improve relationships between Black and White students, and the techniques used to increase communication and understanding between the two groups.

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Logistics and Organization

The retreat was held about an hour away from campus. Ninety-two student leaders and twelve staff, divided as equally as possible by race and gender, made the trip. We think it best to leave campus since this removes the student and the staff participants from the telephone, friends, etc. Our experience indicates that such a retreat can be effectively held on a Friday and Saturday. The workshop/retreat herein described was designed to cover approximately a ten hour time span.

Students were paired by race for the bus ride to the retreat location and bus assignments focusing on interpersonal communication were given (See Appendix A). That is, the retreat began when they boarded the buses. Upon arrival at the retreat site, black/white roommate assignments were made. One of the first assignments was for roommates to decide on a name or title for their respective motel room (sometime during the week-end) and to place their respective signs on the outside door of their motel room. Signs appearing included: "Salt and Pepper", the "The Odd Couple" as well as many other such humorous ones.

ICE BREAKERS AND INTRODUCTIONS

Our first meeting as a large group was held in a hugh, carpeted room minus chairs. Everyone including the staff sat on the carpeted floor for these first activities. The first assignment was for all participants to locate an individual in the crowd (that they did not know) of the opposite race and gender. Then, participants were asked to; **"Interview this person for about three minutes and then you will be asked to introduce that person to the rest of us. During the interview you are to ask what their major is, what they do to have fun, and why they agreed to attend this workshop."** They were given four minutes for the interview and one or two minutes per couple for the introductions. We've found that overall introductions of everyone is necessary and that name tags are essential. It is very helpful for participants to get to know one another as soon as possible. The introductions occurred while all participants were in the same large circle. All facilitators took part in this and every activity--no observers permitted! Our next activity was a so called fantasy icebreaker. The fantasy icebreaker was one in which they were requested to relax, to lie back on the carpet, close their eyes and let their mind get into the fantasy:

"You're feeling relaxed now, you're very calm, its in the middle of the week, just prior to bed time. You find yourself sitting in your comfortable chair very relaxed. You decide to go to bed. You enter a very restful sleep, a very restful sleep, its just one of those nights when you feel very good, very sleepy, very restful (pause 15 seconds). Now, visualize yourself awakening the next morning, you see yourself entering your bathroom, now, take a careful look in the mirror, you see there's been a rather startling transformation during the night....You are now a member of the opposite race! (pause) You went to bed black and you woke up white! You went to bed white and you woke up black!...(pause) How does it feel? (pause) What are your thoughts

as you look at yourself there in the mirror? (pause) Now, you find yourself walking outside and meeting your best friend. How does your friend react? (pause) Now, visualize yourself walking across campus, how do people react to you? How do you feel? What is the overall reaction towards you? (pause) OK, slowly open your eyes now."

At this early stage we were attempting to build as much trust as possible and felt it best to have those who knew one another (the bus groups) to get together for about ten minutes to discuss their individual fantasies. The only ground rule was: **"You may interprete your own fantasy, but you may not interpret anyone else's fantasy".** Most people did not have any trouble getting into the experience and all shared their respective fantasies.

A Model of Communication

It is our opinion that the most important thing consultants/facilitators can do on a Black/White retreat such as this is to begin to build trust immediately. This is not a time for "bashing," for "arguing", for judgement," but rather a time for listening, hearing, and for understanding and/or at least attempting to understand one another. Thus, with this in mind, we presented a model of communication that was to set the tone for how we were **"going to talk for the next two days."** The model is called "Facilitative Responding" and participants were taught how to tune into one another more effectively. Participants were asked to try and hear one another, to listen with **"vacuum sweeper"** ears! In addition, students were instructed how to say things in a positive rather than negative manner. The intent was not to stifle what they wanted to say just simply how to convey their thoughts and feelings so that they might be better heard. The first responses taught were open ended questions as opposed to closed questions, i.e., we suggested that they use "what" and "how" questions as opposed to a "why" question.

Next, we taught them how to clarify or summarize what the other person has just said. That is, **"if you want to put chips in the bank, if you want to get the person to feel more at ease, more trusting of you, let them know you are with their perception at the moment - without advice, evaluation or blame. One of the better ways to do this is simply do a repeat, restating the talker's ideas back to him/her using new words. Simply summarize their story and repeat it back using the shortest time possible, that is, if someone has been talking to you for three minutes you should be able to rephrase it back letting them know you were attempting to be with them in no more than one sentence!"**

In addition to the open question and clarification statement, we asked them to attempt to "reflect a feeling" given by the other person. **"As the person is speaking, think to yourself, is it pleasant or unpleasant for the other person, or is it both pleasant and unpleasant as they are talking - their here and now feeling. Then, label the feeling and simply reflect it back to the person who has just spoken, like a mirror."**

Practicing the Communicative Model

Next, we practiced using these three new responses. Participants were asked to choose two other people in the room and to form a triad; **"There should be blacks, whites, males and females in every triad. Each triad is to number off - one, two, three."** The triad members, under a very detailed structure, took turns playing the role of a facilitator/ listener, a talker and that of observer. Each talker was given the following assignment for the first go-around: **"Turn to the facilitator/listener and tell him/her about a situation, an unpleasant situation, you've had recently with a member of the opposite race on our campus. If you haven't had such a situation recently, tell her/him about a situation you've have had in the past. You are asked to be genuine, no role playing - be real!"**

The facilitator/listeners were limited to open ended questions that began with "what" or "how", and "clarification/summary" and/or to "reflect the feelings" they were hearing from the talker.

Following about 3 to 4 minutes, the observers gave feedback to the facilitators within their Triad (about a minute and a half of feedback). A report card was used by the observer (see Appendix B) to assist in facilitating feedback.Then the talkers were given a new assignment; to talk about a positive situation they'd recently experienced (or in the past) with a member of the opposite race on our campus. The observer's assignment remained the same as did the facilitator/talkers.

Three go arounds were repeated within the triad until each person had played each of the three roles -- the talker, facilitator/listener, and observer. The talker assignments were identical for each talker. Students were asked to increase the frequency of the three facilitative responses over the two days and to decrease the use of evaluation, advice, judgement, interpretation, etc.

Homogenous Groups

Following the triad experience we moved to a large room with prearranged, numbered tables that would seat seven to eight people each (The carpeted room became our experiential area and social room). Following a short processing of the triad experience, the students and facilitators were seated in homegenous groups. That is, there were six tables of all black students/facilitators and five tables with all white students and white facilitators. Each table was given a piece of newsprint (3 X 4 feet) and a black felt tip pen. They were asked to: **"Take a couple of minutes to get to know one another. Then, appoint a recorder for your table. Recorders should write on the newsprint with the black felt tip pen writing at least 2 inches in height, from left to right."** The homogenous groups were then given the following assignment: **"List the characteristics of a campus environment where there is openness, trust and respect for everyone -- especially between black and whites, that is, what would be ten or twelve characteristics of the ideal campus environment where there is equity for all. There would be no problems between blacks and whites. What would it look like, list ten to twelve characteristics on your newsprint."**

The homegenous table members completed this assignment in approximately twenty minutes and were then asked to tape their respective newsprint to the wall -- Black's papers on one side of the room, White's papers on the other side.

Hetrogenous Groups

Using a counting off system, participants were asked to go to the table corresponding to their number and hetrogenous tables resulted. Black and white facilitators were assigned to each hetrogenous table. Each hetrogenous table was then given the same assignment as above - the ideal campus - and a new piece of newsprint. However, they were to cut the descriptive characteristics of the ideal campus environment from 12 down to eight. A lot of give and take (communication) was now required at the tables since individuals had moved from the homogenous tables with their own preconceived ideas as to what should be on the paper best depicting the ideal campus. Participants were reminded that they should try to do their best to ask open ended questions, try not to judge, and evaluate and to see if they could tune into what the other person was saying using the previously taught and practiced facilitative responses. The facilitators were at the table to help this process along. However, it was obvious that the facilitators did not really need to push the facilitative responses. The students soon got into using this model of communication and were also helping others at their table to say things differently. That is, if they heard someone give untimely advice they would gently ask that student, "Might there be a better way of stating that using the responses we've been taught to make?" We found this occurring throughout the retreat.

The newsprint being used by the hetrogenous group at this stage of the retreat had a red line drawn the right side (length-wise of the paper) about one inch in from the right margin. Recorders were asked not to write beyond this red line. Participants were also reminded that if they did not get input at their respective table that it was their own fault - **"standup for your ideal characteristics, but the democratic process prevails!"** After about thirty minutes the black felt tip pens were taken up and each recorder was given a red felt tip pen. They were then given the following surprise assignment: **"Evaluate the University of Florida against the Ideal. That is, using the red felt tip pen and using the democratic process, evaluate the University of Florida against your ideal characteristics, zero to five, with five being high and zero meaning it's a real problem. Evaluate each of your tables' eight characteristics."**

Some of the tables used secret ballots to evaluate our campus, others simply voted by a show of hands. But, as in the other assignments the students were told that if they did not get their vote counted it was their fault; **"There are to be no minority opinions. There should be one number (0 to 5) only, one evaluation for each of the eight characteristics. However, fractions are ok."**

It was not surprising to us to find that we, as a campus, ranked very low on many of the ideal points. Of course, this now gave us the problems that needed to be solved, or at least addressed during the retreat. That is, instead of us "older" faculty/staff facilitators bringing the problems in from the outside, this method of rating

ourselves against the ideal resulted in the problems coming from the students.

Discussing Our Problems

The problems now on the wall (those with a rank of 3 or less) had to be discussed and processed. In a retreat such as this with so many participants, there has to be a structure for talking about the particular problems that have arisen from the floor. And, we've used several different methods in our retreats. At the retreat herein described, we began by placing large signs in the respective corners of the room as follows: "I strongly disagree", "I strongly agree", "I tend to agree", "I tend to disagree", "I'm undecided". The pick-your-corner method is one way of getting people involved in talking about the problems. Any retreat participant may call for a pick-your-corner vote after clearing the statement with the facilitator in charge who in turn asks people to pick their corner. One of the problems evident on most of the newsprints was the perceived lack of committment on our campus to remedy the racial tensions. Thus, the first statement made to the entire group was; **"The University of Florida is making progress in eliminating racial tensions on campus -- stand, and go pick your corner. Walk to the corner your convictions tell you to choose"** At this point in time, every member of the workshop except the facilitator in charge physically moved to a corner of their choice. This statement brought about a scattering of the students (and facilitators) throughout the five different corners and some even chose the "undecided" corner. The students in the respective corners of the room were asked to divide into groups of five or six, were given a piece of note paper and asked (without using personal names) to tell the rest of the participants of some behaviors they had seen on our campus that caused them to select that particular corner. And, after each group of five or six presented, members of other corners were asked if they now wanted to join them. That is, had they been convinced to move to that orator's corner! We especially wanted the undecided people to move, and they did this particular time. This method works quite effectively if the controversial statements are made in such a way so as to bring about a variance or scatter on the part of the participants. It is of little value if the statement made ends with all participants in the same corner!

Another effective method to discuss the problems that had appeared on our newsprints during this retreat was the "Dear Abby" method. We had asked student leaders and facilitators during the week prior to the retreat to write problem statements for us based on race. That is, we asked both whites and blacks to write Dear Abby statements.

Black and White students wrote to Dear Abby about problems they were having on campus relating to their respective racial backgrounds. We collected these statements prior to the retreat, edited and reworked them, typed them and signed them according to the problems presented - "forlorn","left out," "upset", etc. The Dear Abby procedure is a fish bowl type discussion activity for large groups. We put a Black and White facilitator up front in a horseshoe, type circle and then called for 10 white students, five male and five female volunteers, to enter into the "fish bowl" and to play the part of Dear Abby - to give "timely advice" to the Black students who had written Abby. The

horseshoe shape permits an empty chair at its opening which we call the "cool seat" which is so designated by a large, printed sign. Fishbowl members are in the "hotseats." Any member from the audience (not in the fish bowl) may join the fishbowl by simply standing behind the "cool seat" chair. The facilitators in the fishbowl begin the process by giving one of the white students a problem that a black student wrote to Dear Abby, who, in turn, as Dear Abby, solves the black student's problem. This almost always creates a lively discussion and many people line up behind the cool seat to have their veiws heard - however, they only get 30 seconds in the "cool seat." Following the white student's solving of the black students problems, ten black student volunteers entered the fishbowl and in turn solved the problems written to Dear Abby by white students. This whole process should be limited to one hour per group in the fishbowl (two hours total). Because of the obvious emotions and tension brought about by this activity, highly trained facilitators should be used within the fishbowl. We've included a few samples of the Dear Abby statements below:

Dear Abby:

I'm black female and I arrived on campus last Fall. I immediately became interested in pledging a sorority. Some of my black friends tried to talk me out of going through rush but I went anyway. Rush, was great! The sorority girls were very friendly, treated me well and I felt welcome whereever I went. But, disappointment set in real quick. You see, I didn't get a single bid to join! I can't help but think its because I'm black. I plan to go through rush again next fall. What can I do to assure that I'll be selected this time.

Signed,
Left Out

Dear Abby:

As a white student I don't understand why we have a Black History Month? Explain to me why **special attention** is given to this group and not to other groups. It seems very unfair. Why not an Asian History Month?

Signed,
Bothered

Dear Abby:

Every year we black students have to practically get down on our knees and beg the student government for enough money to fund black history month. The white student leaders make us feel as if our month is not important and sometimes I feel as if they enjoy making us beg for the money. How can I convice these student leaders that the funding of black history activities should be automatic? Why do they want us to beg?

Signed,
Worn out knees

Dear Abby:

As a white member of a fraternity, racial jokes are commonly told among the brothers. I am against telling such jokes that demean other people but I don't know how to tell them without feeling like they will not understand my concerns.

How should I handle this situation?

Signed,
Alone in a Crowd

Dear Abby:

I'm a white female with black roommate who is a very nice person. However, on weekends I tend to socialize with white friends. My roommate sometimes asks what I'll be doing this coming weekend and I always feel uncomfortable and guilty when I say I've already got plans made with friends. Should I invite my roommate to join my activity without asking my other friends? What should I do if my friends say they don't want to invite my roommate?

Signed,
Confused

Another method we've found effective as a large group discussion technique is to again begin with homegenous groupings by race. The Black students (7 or 8 at a table)are given a piece of newsprint as are the White student tables and then given the following assignments: **"Black students, what is it that White students do, in general, that**

causes the communication breakdown between the two races on our campus?" And then, turning to the white students **"White Students, what is it that Black Students do, in, general that is causing the communication breakdown between the races on our campus"?** They are then asked to list eight to ten points (no personal names) on the newsprint using the black felt tip pen. The homogenous groups find no difficulty in doing this exercise and want to quickly tape their respective newsprints to the wall! However, the newsprint remains on the respective tables and a new assignment is given. Each table is provided a new piece of newsprint and a red felt tip pen and given the following surprise assignment: **"What did the other groups write about you?"** Both races know rather precisely what the other racial group wrote "they" do that is causing the communication problem between the two races. Then, the participants from two homogeneous tables are pulled together (one black group and one white group) into a circle. A Black and a White facilitator are assigned each hetrogenous group. The groups' bring their respective newsprints to the new group setting. Again, expert facilitators are needed to lead these group discussions. If not done correctly, this can develop into an argumentive, judgmental and blaming activity. The model of communication previously taught, and as discussed above, plays a vital part at this point of the discussions.

The Magic Moment

Throughout these retreats we share "magic moments," or an "M & M moment". The magic moment is a sharing exercise where a participant shares (in about a 30 second time span) a magic moment they'e had with a member of the opposite race, prior to, or during the workshop. And, upon finishing, the rest of the participants are asked to hum, using M instead of H, and then to applaud. A magic moment is not to be shared until the participant's name is placed on a "magic moment list" held by one of the faculty facilitators. This facilitator,at the appropriate time, calls the persons name to share their specific magic moment. The magic moments were few and far between during our first evening, but by the end of the workshop there were 15 or more names on the magic moment list. Many of the magic moments shared concerned the bus trip, roommates, Dear Abby, etc. Interestingly, the M & M hum became the by-word for the retreat participants. And now, when meeting a retreat participant on campus, one automatically gives the M & M humming sound! This type activity is an excellent "tension breaker" and keeps the spirit and camaraderie going long after the retreat ends!

The Warm Fuzzy Bucket

From the very beginning of the retreat a large bucket filled with candy was introduced as being the "Warm Fuzzy Bucket." Participants could not personally take candy from this bucket. That is, another participant who felt you (a participant of the opposite race) had earned a warm fuzzy could give one to you as a reward for hearing them, for tuning in, or for any other appropriate, positive reason. The warm, fuzzy bucket became a symbol for the retreat and the supply of candy quickly disappeared following certain exercizes. More than one recipient accepted the candy reward with tears in his/her eyes.

Solutions

The concept of this type retreat is simply that the problems come from the floor through the early process of rating ourselves against the ideal campus, followed by a very structured method of talking about "our" problems. The final phase of the workshop is to "fix" our problems.

At this point, we return to hetrogenous tables (we keep the same hetergenous groups throughout) and each table is assigned two of the original problems to solve in a creative, brainstorming way. They are to solve them with, **"no more money and no more personnel."** Each table is provided worksheets (see Appendix C) to be completed for each problem assigned. We require concrete solutions, i.e, they are not to appoint a committee, unless they tell us who will be on the committee! Students do extremely well with this brainstorming activity and good ideas are abundant. Each table is asked to appoint a presenter who in turn tells the rest of the retrea- participants how they would solve the particular problems assigned their table. The written solutions are then presented to an administrator for future action. In addition, each table elects a representative to serve on a steering committee to continue working with this top-level university administrator to implement these solutions. This gives continuity to the workshop/retreat and reinforces the notion that administrators are serious about this very important problem.

Personal Committment

During the early stage of our last retreat we reminded the students about the difficulty involved when altering individual behaviors and attitudes. However,we informed them that one of our objectives for this retreat was to attempt to change some individual attitudes and hopefully change behaviors. With this in mind, one of the final activities in the workshop was to have each participant draw up a personal contract (See Appendix D). This, a one page, colorful, structured contract calls for the participant to write down three behaviorally specific next steps they personally will iniate to help solve the racial tension, and/or problems on our campus. Each participant, including the faculty/staff facilitators, wrote the three behaviors on their contract, folded it, placed their name and address on the outside and stapled it closed. Thus, only the person filling in and signing the contract would ever see its contents. These contracts were collected and two months following the retreat the contracts were mailed to the participants as a reminder to take their next steps. We believe this personal committment is one of the more important parts of any such retreat. In addition, we've been holding "Retreat" participant reunions monthly on campus. Again, this insures continuity.

Strength Bombardment

The workshop concluded with all participants standing in one large circle to complete an activity titled, "Strength bom-bardment." Those who desired were instructed to take one step forward and say something positive about anything that had happened to them during this weekend retreat. Practically all strength bom-bardment statements were aimed

at specific participants. This always ends the retreat in an extremely positive manner.

Evaluations

Participants completed an evaluation on the bus trip back to campus. The post test only evaluation instrument is found in the Appendix E. The results were very positive for the retreat herein described.

REFERENCES

"Lessons From Bigotry 101," Newsweek, September 25, 1989, pp. 48-49.

"Racial Problems on America's Campuses," The Gainesville Sun, April 30, 1990.

APPENDIX A

RACIAL AWARENESS RETREAT

Silver Springs, FL January 26, 1990

INTRO: This is your worksheet for our trip to Silver Springs. As you know, the goals for this retreat include increased sensitivity and improved communication between black and white students at the University of Florida. Please help us get the retreat off to a good start by relaxing and having some fun as we attempt to get to know one another a little better.

STEP #1 - INTRODUCTIONS

Introduce yourself to your seatmate. Be sure to include all the typical things (name, rank, serial #, hometown, major, size of family, Gainesville residence).

After completing this general introduction, fill in the following blanks about your seatmate. (No, you cannot exchange papers & Simply fill in the blanks!)

FAVORITE DESERT_____

FAVORITE MUSICAL GROUP/PERFORMER_____

MY SEATMATE DESCRIBES THEMSELF AS: (Circle one item in each category)

tall	or	short
small feet	or	big feet
truly gifted	or	merely brilliant
moves like a gazelle	or	a graceful elephant
never met a stranger	or	actually very shy
math whiz	or	can't balance a checkbook
can't tell jokes	or	plans to replace Johnny Carson
hates to study	or	is a secret nerd

MY SEATMATE WOULD RATHER: (circle one)

go to a dance	or	take a moonlit stroll w/someone
get up early	or	stay up late
have it be summer all year	or	winter all year
date lots of different people	or	have a "steady" friend
live on campus	or	live off campus
cook a meal	or	order out
have Chinese food	or	have Italian food
date someone like themselves	or	date someone totally different

STEP #2 - UF EXPERIENCES

Have your seatmate describe the following:

a) most enjoyable experience at UF

b) favorite restaurant in Gainesville

c) favorite place to go on a date

d) most frustrating experience at UF

e) most embarrassing experience at UF

STEP #3 - WORD ASSOCIATIONS

For the remainder of this exercise, you and your seatmate need to form a foursome with either the seat in front of you or behind you. Look around to make sure all seats will have another to pair up with. Confused? Then we're ready to begin.

Each person in the foursome should introduce <u>your</u> seatmate to your 2 <u>new</u> friends in the next seats. Please do so by giving their <u>name rank, serial #, info.</u> Next, please come up with 6 adjectives that describe your seatmate (based on your conversation this far) and share these with the group. (Everyone in the foursome should be introduced in this way).

STEP #4

Choose two experiences or words or customs from your homelife, church life or social life that you feel someone from the other race might not be familiar with. Share these 2 experiences, words, or customs with your group of four students.

_____

_____

FINAL THOUGHT - This last item is a personal one, however, you may be asked to share it at some point during this weekend's retreat.

I came to this retreat because _____

_____

_____

_____

_____

THANKS FOR BEING A GOOD SPORT!!!

APPENDIX B

FACILITATOR'S REPORT CARD

HE/SHE	SA	A	U	D	SD
1. Interpreted or analyzed	___	___	___	___	___
2. Evaluated and/or gave untimely advice	___	___	___	___	___
3. Showed respect for talker	___	___	___	___	___
4. Used open-ended questions (what/how)	___	___	___	___	___
5. Listened well - tuned in	___	___	___	___	___
6. Supported and reassured appropriately	___	___	___	___	___
7. Interrupted unnecessarily	___	___	___	___	___
8. Clarified/summarized ideas and content using fresh words	___	___	___	___	___
9. Was sensitive to what the talker was saying	___	___	___	___	___
10. Facilitated the talker to continue talking	___	___	___	___	___
11. Denied or avoided abvious feelings of the talker	___	___	___	___	___
12. Had good eye contact	___	___	___	___	___
13. Reflected feelings of talker	___	___	___	___	___

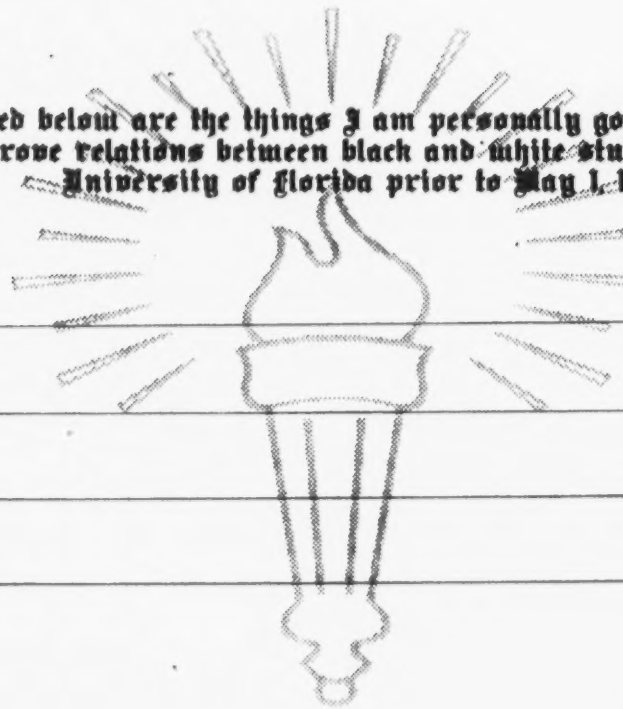
KEY:

SA Strongly Agree
A Agree
U Undecided
D Disagree
SD Strongly Disagree

APPENDIX C

Personal Contract

Listed below are the things I am personally going to do to improve relations between black and white students at the University of Florida prior to May 1, 1990.



Signature

January 27, 1990

APPENDIX D

PLAN OF ACTION

TABLE #_____

I. SITUATION/PROBLEM:_____

_____

II. PRIORITY OBJECTIVE(S):

1)_____

2)_____

3)_____

III. PLAN OF ACTION TO IMPLEMENT ABOVE OBJECTIVE(S):

1) PLAN (WHAT WILL BE DONE)_____

_____

_____

2) TIMELINE (DEADLINES/TIMELINES)_____

_____

_____

3) WHO (LIST PEOPLE RESPONSIBLE IF APPLICABLE)_____

_____

_____

_____

APPENDIX E

RACIAL AWARENESS RETREAT EVALUATION

Demographic Data:

I describe myself as: _____ Black
_____ White

I am: _____ Female
_____ Male

My UF classification: _____ 1 UF _____ 4 UF
_____ 2 UF _____ Graduate Student
_____ 3 UF

****

Directions: Think back to last night before the retreat started. Now rate yourself, at that point in time, on the following items by placing a "O" somewhere along the "then" line (very low to very high). Next, consider how you rate yourself now, at the end of the retreat? Rate yourself now by placing an "X" on the "now" line for each item below. After completing these ratings, please respond to items 7, 8, 9, 10 & 11. Thank you!

	Very Low 1 2	Moderate 3	4 Very High 5	
1. Awareness of my own prejudices towards people of different races than myself.	_____	_____		Then O
	----------	----------		Now X
2. Awareness of how some of my behaviors may be perceived as expressions of prejudice toward members of another race.	_____	_____		Then O
	----------	----------		Now X
3. Awareness of racial problems at the University of Florida.	_____	_____		Then O
	----------	----------		Now X
4. Ability to recognize subtle forms of racism.	_____	_____		Then O
	----------	----------		Now X
5. Understanding the cultural differences in people.	_____	_____		Then O
	----------	----------		Now X
6. Belief that this type of retreat can help improve relations among participants.	_____	_____		Then O
	----------	----------		Now X

7. The things I liked most about this retreat was:

8. The thing I liked least about this retreat was:

9. If asked about the retreat, I would say:

10. Would you recommend this type of workshop be repeated? Why?

11. Please list two UF people you would recommend to attend a future workshop like this:

Other comments and suggestions: